**CHAPTER 6 **

**ESSAY ASSESSMENT Study Guide**[[1]](#footnote-1)

**When and how do I most effectively use assessments that ask students to provide written responses?**

LEARNING TARGETS FOR THIS CHAPTER

1. (Concept) Students will understand how to align the learning targets, prompt, and evaluation within an essay assessment.
2. (Skill) Students will be able to write an effective essay prompt for their subject area.
3. (Skill) Students will be able to create evaluation tools that can effectively assess student responses.
4. (Concept) Students will understand when and how an essay assessment would be appropriate and effective within their subject area

Why would an instructor choose essay as a form of assessment over selected response assessment?

What are the learning targets most effectively assessed with essays?

What are the three steps involved in creating an effective essay assessment exercise?

A sound and effective essay exercise **prompt** does what three things?

What are other important factors to consider when devising essay exercises?

What is evaluative reasoning and what does it have to do with scoring an essay?

Students can succeed if they know what it means to succeed. How does this translate into effective essay scoring?

What is the difference between “holistic” scoring rubrics and “analytical” scoring rubrics?

How will an instructor determine when to evaluate the content of an essay assessment over the form?

What are the some of the key guidelines and principles for devising good essay scoring rubrics?

What is the difference between essay assessment of learning and for learning?

What are some barriers to sound essay assessment?

1. Hannah Wadsworth, Jonathan Henderson, Barbara Burton, Judith Prado, Graham Brewer, Lauren Shinozuka [↑](#footnote-ref-1)